

CES 491: THEORIES OF RACISM AND ETHNIC CONFLICT
FALL 2016 – TTH 10:35 A.M.-11:50 AM – WLSH 6

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(E-mail is the preferred method for reaching the professor. It is also the method that will yield the quickest response.)

PROFESSOR'S OFFICE HOURS:

Tuesdays 12 p.m. – 2 p.m., and by appointment

Without an awareness that the concept of race is subject to permanent political contestation, it is difficult to recognize the enduring role race plays in the social structure – organizing social inequalities of various sorts, in shaping the very geography of American life, in framing political initiatives and state action. Nor is it possible to acknowledge or oppose *racism* without comprehending the sociohistorical context in which concepts of race are invoked.

Michael Omi & Howard Winant

Although white Americans often think we've had few first-hand experiences with race, because most of us are so isolated from people of color in our day-to-day lives, the reality is that this isolation *is* our experience with race. We are all experiencing race, because from the beginning of our lives we have been living in a racialized society, where the color of our skin means something socially, even while it remains largely a matter of biological and genetic irrelevance.

Tim Wise

In order to get beyond racism, we must first take account of race. There is no other way.

Harry A. Blackmun

There is never time in the future in which we will work out our salvation. The challenge is in the moment; the time is always now.

James Baldwin

Course Description:

This course examines theories of race and racism, as well as theories of cultural and social justice issues. We will focus chiefly on prominent theories addressing the construction of social difference as a means of inequality, the development of identity as a social signifier, the impact of culture in racial and ethnic conflict, and the importance of power in the maintenance of the status quo, including the current state of race relations. The readings pay particular attention to contemporary ideologies of race and race relations, including those promulgating a desired color blindness, and a contemporary raceless society. The course will trace the emergence and development of these ideologies before and after the civil rights movement in the United States. In-class discussions and assignments are meant to bridge the theories featured in the readings, with examples of current events involving constructions of race, articulations of racism, and manifestations of racial and ethnic conflicts in our society.

Learning Outcomes:

- (1) To understand the theoretical concepts of race, ethnicity, racism and racialization as they inform systems of social conflict and inequalities.
- (2) To identify the ways in which the connections between race, class, and gender inform perspective, opportunity, approach, and identity.
- (3) To examine the critical connections between historical eras and events and the formation of ideological narratives.
- (4) To understand how racial and ethnic groups have resisted and struggled to recreate their own identities in relation to each other and dominant white groups, leading to both conflict and community empowerment
- (5) A critical understanding of ethnic identity and racial identity and how it is constructed and reconstructed by individuals and groups over time and through different contexts.
- (6) Develop and sharpen critical communication skills through the concerted participation in class discussions and writing skills through various writing assignments.

THIS IS YOUR ONLY WARNING: Benjamin Franklin once said, “Seek first to understand, then to be understood.” By the very nature of this course topic, there will likely be a wide range of opinions often rooted in personal histories and experiences. Rather than judge or dismiss opinions other than your own, seek to understand the logic behind those opinions then express your own thoughts and opinions in a respectful and considerate manner. You will have various opportunities to engage me and your fellow students and you should be constantly vigilant that your contributions, opinions, and responses, while intellectually critical, are respectful of the differences in position, perspective, and experience we all have. A good learning environment should stimulate you to think for yourself, examine other perspectives, challenge established

paradigms, and raise critical questions. This will be accomplished if we first listen, then think, and finally respond in a respectful and productive manner. This should be kept in mind for both your verbal and written responses in this course. If your beliefs are so strong that you cannot tolerate the opinions of others, please begin to practice tolerance now, or choose another class.

Note #1: As this is an upper-division, seminar-style course, the reading load is quite heavy and the pace fast. Also, because this is a writing in the major course, the course will be writing intensive. As writing is a means of discovery and a pathway to understanding, it is an important activity in this class in conjunction with the reading. Indeed, you should think of your writing as a mode of reading that will help you begin to understand the literature at hand. Be prepared to spend much time carefully reading, considering, discussing, and writing about the texts in the course. If you cannot devote the time necessary to keep up with the assignments, and to do so in a critical manner, you will not do well in this class and may want to consider if this is the right class for you.

Note #2: Regarding terminology in this course: in both your written and verbal engagement in this course it is **NOT** permissible to use either of the following terms:

• **Colored person/people/man/woman, etc.** – Things are *colored*. People are *of color*, or alternatively, African-American, Black, Latino, Asian-American, etc. *Colored people* is an offensive, derogatory, archaic term that was meant to linguistically create an inferiority about non-white peoples, and DOES NOT mean the same thing as people of color.

• **The white man** – There is NO one, singular white man on which racism and inequality can be blamed, so the term has no critical meaning. The use of the term demonstrates a relatively unsophisticated, uncritical understanding of the historical systems of race domestically and globally, and at this point, in an upper-division course on race, you should possess a much more complex understanding of racial systems. You may refer to any number of things, including: empire, colonization, white privilege, capitalism, white supremacy, etc., all of which are much more specific and critical.

Any use of either of these terms in either your written or verbal engagement will result in a points reduction in the specific written assignment in which occurs, or your participation grade, respectively.

The **ONLY** exception to the above policy is when you are using or referring to a **DIRECT QUOTE** from an author, in which case the quote should be properly cited to determine its origin.

Required Texts (alphabetically by author):

1. Lisa Marie Cacho. Social Death: Racialized Rightlessness and the Criminalization of the Unprotected. [CACHO below]
2. Patricia Hill Collins and Sima Bilge. Intersectionality (Key Concepts) [COLLINS/BILGE below]
3. Martha Escobar. Captivity Beyond Prisons: Criminalization Experiences of Latina (Im)Migrants [ESCOBAR below]
4. Marc Lamont Hill. Nobody: Casualties of America's War on the Vulnerable, from Ferguson to Flint and Beyond [LAMONT HILL below]
5. C. Richard King. Redskins: Insult and Brand [KING below]
6. Dayna Bowen Matthew. Just Medicine: A Cure for Racial Inequality in American Healthcare [MATTHEW below]
7. Keeanga-Yamahtta Taylor. From #BlackLivesMatter to Black Liberation [TAYLOR below]

In addition, throughout the semester there may be supplemental readings assigned by the professor. The professor will announce any such additions during lecture.

All texts are available at The Bookie. They are also readily available for order on Amazon, or other online outlets. If you choose to order your books online please be VERY aware of the date each book is scheduled for discussion in class. An untimely order IS NOT a legitimate excuse for not being prepared for class.

Also note, many of the books are available as e-books. While you are welcome to use e-book versions of the course texts be aware that the pages listed on the “Schedule of Classes” correspond to the paper versions of the texts and may not match up directly to the e-book pages; so make sure to verify the point to which you should be reading for each class.

Assessment and Evaluation:

Taking classes is your job here at the university. Thus, you should treat the work and requirements accordingly. In the workplace things such as absences, tardiness, and not doing your work properly have negative consequences. This is the case in my class as well. Many students’ low grades are a result of not following directions or policies as well as not expending enough effort. It is your responsibility to be aware of the policies on this syllabus. If you miss class it is your responsibility to check with your classmates to find out what you have missed. And though you are always welcome to follow up with me if you are absent, **do not** ask me if you “missed anything important.”

Your grade is dependent on a number of factors that, together and holistically, inform the evaluation and assessment of your performance. In summary, these criteria include: attendance and participation, listening assignments, Pinterest archive assignment, in-class writing assignments, and the successful completion of all components of the final project.

Course Requirements:

• ATTENDANCE and PARTICIPATION (150 points)

You are expected to attend class every day, arrive on time and participate in an informed and consistent manner. Anything less will not be tolerated and will result in problems in this class. During the course of the semester you are allowed three absences total. There will be no differentiation made between “excused” and “unexcused” absences. **Every additional absence after that, and up to 6, will reduce your overall course grade by 5 points.** The only exemptions to this policy are: 1) approved and documented university and/or military excuses. (For athletes, this means forms from the Athletic Dept. handed in **before** the absence); 2) extended health issues for which official documentation is required. (“Extended” means lengthy hospitalization, rehabilitation, or home recuperation, NOT a week spent with a cold, flu, food poisoning, etc.); and 3) religious observances. This may seem punitive but (1) class discussions are one of the most important elements of class; (2) there will be weekly in-class writing assignments. Moreover, students missing any class meeting are responsible for missed lectures and media material shown/discussed in their absence. **In-class assignments can only be made up in the case of one of the above three exemptions. No exceptions.**

Make sure you sign the attendance sheet, which will be distributed at the beginning of each class meeting. If you come to class late and don't sign the attendance sheet at the end of class you will be considered absent on that particular day. Also, if you come to class to sign the attendance sheet and leave before ½ of the class is over, you will be considered absent on that particular day. **Finally, you will automatically FAIL the course if you miss more than 6 classes, regardless of what your course grade is up to that point.**

This class is a student-centered learning environment in which you are largely responsible for making the meaning of the course. Unlike some approaches to learning in which the professor largely determines the content of course lectures and discussions, a student-centered approach views learning as a process of intense exchange and a negotiation of each other's different beliefs, social locations, and ways of knowing. Student-centered courses are not lecture-based, and so they depend on student dialogue and the professor's relentless facilitating, questioning, and mediating of student ideas. Because of this pedagogical approach, attendance and participation are the cornerstones of this class, and a significant portion of your final grade.

You are expected to be present intellectually as well as physically in the classroom. This means that not only must you attend, but that you must endeavor to contribute to the flow and body of the course. You will be expected to prepare carefully for each class by completing the required readings by the day on which they are listed in the course schedule.

This course asks you to read texts closely and responsively. This means that if you want to do well you will actively engage with your books by writing questions in the margins, circling key terms, looking up words you do not know, and underlining themes or issues you find intriguing. Responsive readers think of themselves as having a dialogue with the author and use reading as the basis for formulating their own interesting ideas, questions, and arguments. This approach will likely assist you with comprehending the material and it may give you ideas for your contributions to the class and its discussions.

Read and dialogue in a politically engaged way. Cultural systems and phenomena, for our purposes here, reflect **power**. Power dynamics are situational and relational. You may have power in some spaces and lack it in others, all depending on social location. Ask yourself these questions while reading and discussing within this classroom space: Is this analysis leaving anyone relevant out? For what reasons? Where is this analysis coming from? Whose knowledge base is being explored, privileged, or advanced?

Speak with evidence and "facts" on your side in both your written and verbal work and exchanges in this course. Despite several popular pronouncements that there are no *wrong* responses, there are incomplete, problematic, superficial, surface, uncritical, and unsubstantiated responses. Reflect on your own responses and the basis of your conclusions.

Your level of readiness to participate in a conversation about issues of race and racism is predicated upon a number of issues such as one's personality, awareness of issues, experience, and classroom climate. I also recognize that time constraints and size of the class will limit the number of people who participate. Ultimately though, while it is understood that not everyone contributes to the same degree or in the same manner, total silence during the course of the semester will affect your evaluation.

Note: Some of the reading on this syllabus may feature material of a sexual or violent nature, including explicit language; you should not remain in this class if you are uncomfortable reading works that may include this material.

Your classroom participation grade will be based on the following criteria:

Excellence (A) requires that you play a leadership role in discussion, demonstrate that you carefully read and thoughtfully consider the text; discuss points articulately; listen sensitively and respond intelligently to other's views; do not interrupt, obstruct or dominate discussion; ask insightful, carefully-constructed questions; and take responsibility for the overall quality of the discussion.

Above Average (B) requires that you participate actively in discussion, demonstrate good knowledge of the text, work to achieve understanding, listen to other viewpoints, and ask sound questions.

Average (C) requires that you follow the discussion, make occasional comments, have a basic knowledge of the text, and sometimes ask questions.

Below Average (D) requires that you occupy a seat and occasionally show signs of life.

Failure (F) requires that you occupy a seat but show no signs of life.

• **IN-CLASS WRITING ASSIGNMENTS (60 points – 5 points for each assignment)**

Each week students will be asked to complete an in-class writing assignment. These assignments will be one of the following two exercises:

1. Sustained Writing: In this exercise the professor will give students a quote from that week's reading. Students will then spend **3 minutes** of sustained writing discussing the significance of the quote to course discussions. This means that students **DO NOT STOP WRITING** for 3 minutes, even if there are gaps in their thinking where they must write ["I don't know what to write."]. This exercise is meant to help students improve both their sustained critical thinking skills and their ability to articulate thoughts through writing.
2. Social Proofs: In this exercise the professor will give students a statement related to that week's class discussions and students must demonstrate the truth of the statement by drawing on that week's reading. Students will be given **10 minutes**

to complete their “proof.”

For both of these assignments students will be given credit for the completion of assignment. The exercises are primarily for students to practice and develop their critical thinking and communication skills for use in the formal assignments of the course. And even though these assignments will not be graded for “quality” per se, take them seriously. If it is clear that a student is not putting in genuine effort, his grade will be affected significantly. Finally, these assignments must be completed in class. Unless your absence in class falls under one of the three exemptions, these assignments cannot be made up. **NO EXCEPTIONS.**

• **LISTENING ASSIGNMENT (100 points)**

The purpose of this assignment is to help students to listen and develop a critical response to class discussion. Students will sign up for a class period during which she will take notes in lieu of verbal participation. Following that, the student will pore over the notes and sketch out the primary themes and goals for the class that day and prepare a brief lecture (between 3-5 minutes) as well as an outline prepared as a handout for the class. Please do not merely chronicle the class activities and discussions; rather, use your notes to push the class along into the next set of readings. Students should include one or two questions that tie readings together. We will then use those comments to set the framework for discussion that day.

• **PINTEREST ARCHIVE ASSIGNMENT (210 points)**

In this assignment the class will be creating a collective critical archive for the course texts. This assignment will require that students establish an account on Pinterest so that you may be given access to the private boards created by the professor. **Students should establish their account by the end of the first week of class. Please make sure that your account is identifiable with your first and last name, NOT a nickname. This means that even if you already have a Pinterest account that is not identified by your first and last name, please set up a new account for class purposes.**

The professor will set up private boards for each course text and will invite all students to collaborate on each board. There are **3 parts** to this assignment:

1. After we complete each course text students will select one quote from the text that they consider significant toward understanding the ideas presented in the book, and post it to the book’s board. The quote should be between 2-5 sentences (try not to choose a quote that is longer than 8 sentences), and include the page number in parentheses at the end of the quote. (You may NOT use quotes previously used in class for a writing assignment.)
2. Following the quote the student needs to provide a brief explanation/analysis of why they consider the quote to be significant to understanding the ideas from the book and/or course discussions surrounding the book. The student must designate that it is her analysis by beginning with the heading:
SIGNIFICANCE:
3. Students will also post the link to an additional resource related to the book’s topic. This additional resource may be another book, a film, an article, or a website.

These posts must be made by **9 AM on the Tuesday following the last day we discuss the book in class.** (Due dates are listed in the class schedule.) Any posts made after the 9 AM deadline will not be given credit. No exceptions.

Credit for the assignment will be based on: 1) completing all 3 parts of the assignment, and 2) how well you synthesize and articulate your ideas about the book and the ideas it generates.

- **FINAL PROJECT (250 points)**

The final project is designed to give students an opportunity to apply their knowledge about race, racism, and social justice toward critically introducing race-related ideas, histories, concepts, structures, and phenomena to individuals or groups who have little to no foundation for understanding these things in a productive or useful way.

For the final project each student will choose one small topic to break down for audiences unfamiliar or misinformed about the topic. In order to help students identify a topic the professor will show examples throughout the first half of the term, and the class will also have a group brainstorming session. Your chosen topic should be inspired by course readings as you will be asked to use course texts in one part of the assignment.

There are **3 parts** to this assignment:

1. **Abstract:** After having chosen a topic students will submit a typed, **1-page, single-spaced** abstract that explains what the topic is and how the student plans to break down the topic in EITHER a video OR a more traditional persuasive essay. The abstract is due at midterm. (Due date is listed on the class schedule.) If a student does not turn in an abstract her grade for the final project will automatically be lowered by **one full grade**.
2. **Video or Persuasive Essay:** For this part of the final project students may choose to produce a 3-5 minute video OR to write a typed, **5-page, double-spaced** persuasive essay. The format of the video is up to the student. (The examples shown in class should provide ample inspiration for possibilities.) Make sure the video stays within the 3-5 minute range. You will be deducted points for anything shorter or longer.

The video must be uploaded to YouTube by the final project due date. Please make sure that : 1) The link you submit to the professor is working and accessible. 2) You have copied the link correctly. (The professor will not be responsible for accommodating problems with links.) NOTE: While students may help one another out in the make of their videos, these ARE NOT GROUP PROJECTS, and each student will be responsible for turning in their own individual and original video.

ESSAY: If students prefer, they may write a typed, **5-page, double-spaced** persuasive essay. In this essay the student will break down his topic in a narrative form meant to persuade their audience of the student's point of view.

3. **Annotated Bibliography:** ALL students regardless if they have chose to do the

video OR essay option, must turn in an annotated bibliography with their video or essay. The bibliography MUST include ALL of the following elements:

- **2 course texts**
- **3 academic books not used in the course**
- **2 popular texts (this includes: newspaper or magazine articles; memoirs, autobiographies, or biographies; novels; graphic novels)**
- **1 film**

Guidelines for how to write an annotated bibliography will be passed out in class.

TOTAL COURSE POINTS POSSIBLE – 770

Attendance & Participation: 150 points possible

In-Class Writing Assignments: 60 points possible

Listening Assignment/Presentation: 100 points possible

Pinterest Archive Assignment: 210 points possible

Final Project: 250 points possible

Written Work & Evaluation Criteria:

- **Written Work Guidelines:**

- Written work to be graded should be typed using a 12-point font, double-spaced (unless otherwise specified), spell checked, and proofread.

– I DO NOT ACCEPT PAPERS VIA E-MAIL, (unless otherwise stated in class). NO EXCEPTIONS.

– I WILL NOT ACCEPT formal assignments that are not typed. If you turn in a paper for a formal out-of-class assignment that is not typed, I will not grade it.

– DO NOT PUT ANY ASSIGNMENTS UNDER MY OFFICE DOOR UNDER ANY CIRCUMSTANCES.

– Always keep copies of all important formal assignments – including **print** copies of electronic files – until after you receive your final grade in the course. Your professor will retain your final exam, and may retain the originals or copies of your other papers, but the responsibility for document preservation (for grade appeals or other reasons) is yours.

– In your written assignments, both formal and informal, please avoid extensive summary and background (unless otherwise requested to do so). Remember, all of us in class, most particularly the professor, have read (or should have read) the material for discussion.

– You are encouraged to *discuss* the course content and assignments with other students, but you must submit your work in your own words. I reserve the right to reject any apparently plagiarized or dishonest work. (*See the Academic Integrity Policy below*)

– Regarding written assignments, DO NOT use dictionaries or encyclopedias, of any type, (i.e. books or online), as critical references in your papers. Though I do encourage you to consult dictionaries and encyclopedias for your own personal clarification, they are to be used for clarification purposes ONLY and are not considered critical resources. [Any use of dictionaries as critical references in written assignments will result in the assignment being marked down.]

• **Evaluation of Written Work:**

All papers will be evaluated on a 100-point scale, although letter grades and their numerical equivalent are used to determine your actual grade. Your papers will be evaluated on the basis of content, clarity, organization, style and grammar, and insight. The specific criteria grading scale are as follows:

Content (50 points) Here I will evaluate how well you cover the issues, integrate classroom readings into your paper, construct arguments to defend your position, critique other points of view, and put forth an effort to write a good paper.

Clarity (20 points) The main question here is whether your paper is clear and can be read by a neutral person.

Organization (20 points) Do you follow and develop a single line of reasoning or explanation before shifting to another issue or point? Is the paper logical consistent and well organized throughout? Is the writing discursive or rambling? Are your paragraphs well organized, substantive, and are there appropriate breaks between paragraphs?

Style and Grammar (10 points) Proofread your paper. Check your paper to make sure it is free of misspelled words and grammatical errors. Insure that it is neat, has appropriate margins, page numbering, and any appropriate citations.

• **Grading Scale (percentage):**

100-94=A 93-90=A-	Suggests that a student's work is outstanding to excellent; the student's work reflects an engaged comprehension of the course content and shows thoughtful insight into the complexities of the course. Student shows an attentive engagement with the course. Student's work is consistently well-considered and well-written.
89-87=B+ 86-83=B 82-80=B-	Suggests that a student's work is very good to good; the student's work reflects a very strong, engaged, and solid understanding of course material. Occasionally, the student's work doesn't go the extra step in critical analysis. Student's work is mostly well-considered and well-written.
79-77=C+ 76-73=C 72-70=C-	Suggests that a student's work is adequate; the student's work reflects a fair, but essentially disengaged, grasp of the course material and doesn't go very far in comprehension, or reflects a lack of understanding of the issues represented in the material. Student's work is un- or underconsidered and unclearly written. Class attendance may be a problem.
69-60=D 59-0=F	Suggests that a student's work shows some, but very little effort; the student's work does not reflect a comprehension of the course material, is disengaged, or reveals a lack of reading, attention, and/or attendance.

- **Late Work Policy:**

- If you are unable to complete any paper by the due date you must notify me at least **ONE DAY BEFORE** the due date and negotiate an extension. **ONLY ONE EXTENSION WILL BE GRANTED DURING THE SEMESTER.**

- If you do not submit the assignment by the agreed upon extension date your assignment grade will be reduced by **ONE GRADE** for each additional day it is late and **WILL NOT BE ACCEPTED** after one week past the agreed upon extension date.

- If you do not notify me about late work at least one day before the due date to negotiate an extension, your grade for the assignment will immediately be reduced by one half grade for each day it is late and **WILL NOT BE ACCEPTED** after one week past the original due date.

•NO EXTENSIONS WILL BE GIVEN FOR THE FINAL PROJECT.

General Information:

• Academic Integrity Policy:

In all instances, you must do your own work. Otherwise, you are being dishonest. There is no excuse for plagiarism, or for submitting another's (including fellow students') work, ideas, or wording as your own, or for not doing your own work. In simple terms, plagiarism is the act of using another person's words or work without giving them credit for it. Relatedly, academic dishonesty involves not doing the work you are supposed to do on your own. If you do not understand the seriousness of plagiarism and/or academic dishonesty, and the importance of avoiding those behaviors, you are encouraged to read *WSU's Academic Integrity Policy* (WSU Student Handbook, WAC 504-26-202—Acts of Dishonesty and WAC 504-26-010—Definitions).

Plagiarism and academic dishonesty, whether intentional or unintentional, may result in a grade of "F" for the assignment in question, or a grade of "F" for the entire course, at my discretion. Should there be any suspicion of plagiarism or any other form of academic dishonesty, I will discuss the situation with you first and then with the Chair of Comparative Ethnic Studies. I may then alert the Office of Student Conduct, which could result in an academic integrity hearing and university sanctions against you. If you are at any time unclear about what constitutes plagiarism, cheating, or academic dishonesty, contact me and I will clarify it for you. ***The rules for plagiarizing or other forms of cheating are not negotiable. Remember that your grade depends on your understanding of these policies.***

• Disability Accommodation:

Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center. Please notify me during the first week of class of any approved accommodations needed for the course.

• Campus Safety:

Washington State University is committed to maintaining a safe environment for its faculty, staff, and students. Safety is the responsibility of every member of the campus community and individuals should know the appropriate actions to take when an emergency arises. In support of our commitment to the safety of the campus community the University has developed a Campus Safety Plan, <http://safetyplan.wsu.edu>. It is highly recommended that you visit this web site as well as the University emergency management web site at <http://oem.wsu.edu/> to become familiar with the information provided.

- **Grade Problems**

During the semester use my office hours to talk to me about any problems you are having with your progress and/or evaluations for the course so we can try to fix any bad situation **early**, before it's too late.

You must communicate any problems you may be having that are affecting your coursework early on so that I am aware of the situation as I continue to evaluate your work. Any explanations for poor performance, relevant or not, will not be accepted at the end of the semester and will have no effect on your final grade. Accordingly, do not come to me at the end of the semester when you are receiving a low grade saying the you “wanted to get an A in the course,” and “is there anything you can do to raise your grade?” You had all semester to work on raising your grade. Also, please do not come to ask me to change your grade after you have failed the course, or ask me to give you an “I” because you are failing or have failed the course. Reasons for these requests including: being kicked off a team; being put on probation in a fraternity or sorority; being kicked out of a major; or jeopardizing scholarships, are all reasons you were aware of ALL semester. Be vigilant about your academic career.

- **Reality Check Clause:**

I am a pretty busy person, and as a professor, my role is to teach you about race and race relations and to generally prepare you for the professional world. As such, the decisions you choose to make regarding your personal life outside of the classroom are not my problem. For instance, if you tell me that your parents are going on a vacation

to Cabo San Lucas during the week we are having a midterm exam, and they want you to come along (and already bought your tickets), that isn't my problem. It is your decision. Similarly, if your best friend is getting married in California and you want to go to the wedding the day of a film or a midterm review, that isn't my problem. Or, if your roommate/friend needs a ride to the Spokane airport and you decide to take him and miss class: not my problem! Thus, before you raise any issue with me, understand that your personal matters should bear no effect on me or on how this class is conducted. And NO special accommodations will be made in these types of cases. It is your responsibility to conform to and abide by the schedule and the syllabus. Ultimately, you need to consider that if you decide to bask under the Mexican sun, or eat wedding cake in sunny California, or go to Spokane during class time, that choice will come with a cost to your grade. It is ultimately up to you to make your own decisions, but bear in mind that decisions always have consequences attached to them.

- **Extra Credit Policy:**

The professor may offer extra credit opportunities during the term, though extra credit is not guaranteed and should not be expected. If extra credit is offered, students may only do the extra credit IF they have completed ALL of the assignments up to that point in class, including having missed no more than 1 in-class writing assignment. NO EXCEPTIONS.

- **Email Policy:**

Please read the guidelines for communicating with a professor via email that are posted on Blackboard. Any emails that you send to me that do not follow these general guidelines will not be answered.

- **Technology Policy:**

While I would prefer that you leave your cell phones and laptops in your bag or backpack during class, I realize this is an unrealistic expectation for many reasons. Also unrealistic, however, is my ability to be constantly surveilling everyone and still do my job effectively. (You also cannot do your job as a student effectively while on your phone or surfing the web, but you can make that choice for yourself.) Taking all of this into consideration, these are the requirements for use of technology in my course:

1. All phones must be turned to silent.
2. No phone calls may be taken in class.
3. Texting should be kept to a minimum. (i.e. Quick texts that take no more than a few seconds to engage. You should not be involved in an extended conversation via text.)
4. While you may take notes on your laptop, and look up course-related information on either your phone or laptop, if you are found to have any of the following open on either device I will invoke the Technology Challenge outlined below: Facebook, Twitter, Instagram, Snapchat, any message apps, any dating

apps, any online shopping apps, any game apps, or any other non-course related site.

5. No pictures can be taken in class except for pictures of notes or assignments written on the white board.

TECHNOLOGY CHALLENGE:

1st Offense: While circulating around class if I discover that you are using your technology outside of the requirements outlined above you will have the option of automatically having 10 points deducted from your Attendance and Participation grade OR answering a question posted to you by the professor related to the field of ethnic studies. If you answer correctly you will only have 5 points deducted from your Attendance and Participation grade. If you answer incorrectly you will be deducted the 10 points.

2nd Offense: If I discover you using your technology outside of the requirements a second time, either in the same or different class period, you will have the option of automatically have 15 points deducted from you Attendance and Participation grade, or answering a question related to the field of ethnic studies. For a second offense if you answer the question correctly you will only lose 10 points. If you answer incorrectly **the entire class will have 3 points deducted from their Attendance and Participation grade and you will be deducted the 15 points.**

3rd Offense: If I discover you using your technology outside of the requirements a third time, either in the same or different class period, you will not be allowed to use technology in the classroom for the duration of the term.

• General Course Policies:

- ALWAYS bring your book, readings, and/or reader to class.
- The following are unwelcome and unacceptable within this class. If you absolutely must do these things then don't come to class.
 - a. Sleeping, daydreaming or otherwise tuning out during class
 - b. Doing work for other classes
 - c. Habitual tardiness. If you come into class 5 minutes after class has begun, you MUST SIT IN THE FIRST ROW AND SPEAK WITH ME AT THE CONCLUSION OF CLASS.
 - d. Packing up your notebook and other materials prior to the end of class
 - e. Reading the newspaper, another book, or otherwise focusing on something other than class
 - f. Chatting to classmates while either: 1) I am speaking to the class; 2)

another student is speaking to the class; 3) we are watching a video; 4) people are working on a class assignment (e.g. weekly in-class writing assignments)

g. Leaving class early, unless otherwise discussed with me by the beginning of class

- Do not wear headphones, earbuds, etc. in class.
- Also, the classroom is not the appropriate time for complaining about the class, the workload, your grade, etc. This includes before class, after it ends, and during any break we might take. If you have a problem, you should come to my office hours or schedule a time to discuss it with me in private.
- Also, in this regard, I am available **ONLY** during my stated office hours (unless I have announced otherwise) **OR** if I have made another appointment with you. I will not be in my office for consultation at any other times, so please don't expect my availability to be on a daily, 8-5 basis.
- The focus of class discussion should be on critical analysis of the works we are reading. Therefore, undeveloped and uncritical personal preference remarks are not acceptable for class discussion.
- **Finally, the failure to adhere to any of the above rules may result in the student being asked to leave and/or the deduction of points (at my discretion and without notifying you) from your Attendance and Participation points for each respective class in which it occurs.**

[Your continued enrollment in this course after the first week means that you have read and understand the information contained within this syllabus, and that you agree to follow the procedures and rules explained within it.]

CLASS SCHEDULE

- Schedule subject to change. Any modifications will be announced in class.
- This schedule tells you the dates by which you need to have the material read.

TUE AUG 23: **Introductions**

THU AUG 25: **The significance of race in the 21st century**

TUE AUG 30: READ: COLLINS/BILGE – Preface, Chps. 1 & 2

THU SEP 1: READ: COLLINS/BILGE – Chps. 3 & 4

TUE SEP 6: READ: COLLINS/BILGE – Chps. 5 & 6

THU SEP 8: READ: COLLINS/BILGE –Chps. 7 & 8

TUE SEP 13: READ: ESCOBAR – Intro and Chp. 1

DUE BY 9 AM: Pinterest posts on Collins/Bilge

THU SEP 15: READ: ESCOBAR – Chps. 2 & 3

TUE SEP 20: READ: ESCOBAR – Chps. 4 & 5, and Conclusion

THU SEP 22: READ: TAYLOR – Introduction and Chp. 1

TUE SEP 27: READ: TAYLOR – Chps. 2 & 3

DUE BY 9 AM: Pinterest posts on Escobar

THU SEP 29: READ: TAYLOR – Chps. 4 & 5

TUE OCT 4: READ: TAYLOR – Chps. 6 & 7

DUE IN-CLASS: Abstract for Final Project

THU OCT 6: READ: CACHO – Intro and Chp. 1

TUE OCT 11: **NO CLASS**

THU OCT 13: READ: CACHO – Chps. 2 and 3
DUE BY 9 AM: Pinterest posts on Taylor

TUE OCT 18: READ: CACHO – Chp. 4 and Conclusion

THU OCT 20: READ: KING – Chps. 1, 2, 3, & 4

TUE OCT 25: READ: KING – Chps. 5, 6, 7, & 8
DUE BY 9 AM: Pinterest posts on Cacho

THU OCT 27: READ: KING – Chps. 9, 10, & 11

TUE NOV 1: READ: MATTHEW – Intro and Chps. 1 & 2
DUE BY 9 AM: Pinterest posts on King

THU NOV 3: READ: MATTHEW – Chps. 3 & 4

TUE NOV 8: READ: MATTHEW – Chps. 5 & 6

THU NOV 10: READ: MATTHEW – Chps. 7, 8, & 9 and Conclusion

TUE NOV 15: READ: LAMONT HILL – Preface and Chps. 1 & 2
DUE BY 9 AM: Pinterest posts on Matthew

THU NOV 17: **NO CLASS**

TUE NOV 22: **THANKSGIVING BREAK – NO CLASS**

THU NOV 24: **THANKSGIVING BREAK – NO CLASS**

TUE NOV 29: READ: LAMONT HILL – Chps. 3 & 4

THU DEC 1: READ: LAMONT HILL – Chps. 5, 6, & 7

TUE DEC 6: Course wrap-up, final thoughts, and course evaluations
DUE BY 9 AM: Pinterest posts on Lamont Hill

THU DEC 8: **NO CLASS – WORK ON FINAL PROJECT (Professor will
be
available in her office for questions during normal class
hours)**

**Final Project is due in the professor's mailbox in the main office in Wilson-Short
111 on THURSDAY, DECEMBER 15, 2016, BY 4 PM. NO LATE PROJECTS
WILL BE ACCEPTED. NO EXCEPTIONS.**